

Seymour Public Schools School Improvement Plan



2018-2019

Mission of the Seymour Public Schools

The Mission of the Seymour Public Schools is to educate and inspire all students,
to enrich their experiences, and to prepare them to meet the challenges
of an ever changing world.

Name of School: Seymour High School
Principal: James Freund
Date: 10/10/18

School-Wide Data Team Members

Name	Role
Mrs. Melissa Anelli	School Counseling Coordinator
Mrs. Lisa Cheney	English Department Chair
Mr. Eric DeMarco	Social Studies Department Chair
Mrs. Cathy Federowicz	Math Department Chair
Mr. James Freund	Principal
Mr. Paul Lucke	Assistant Principal
Mr. Ernie DiStasi	Assistant Principal
Mrs. Erin Scozzafava	Science Department Chair
Mrs. Karen Studley	Social Worker/DDT

Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status. The District Theory of Action guides this work and is adapted at each school level to establish a through-line of consistency from the classrooms to the schools to the district.

School Core Values and Beliefs Statement

The Seymour High School faculty and staff believe that:

- Learning is a lifelong process that is driven by the passion which intrinsically motivates each student.
- Seymour High School is committed to working with our families and the community to empower students by engaging in a challenging 21st century learning experience that provides access to real world application in a safe and respectful learning environment.
- Students will develop meaningful connections with teachers while being held accountable for individual academic growth during their course of studies at Seymour High School.
- Diverse learning experiences respect the unique abilities of each individual while increasing ownership in intellectual exercise.

School Mission Statement

The mission of Seymour High School is to ensure that our students graduate as confident, independent, responsible, civic-minded citizens with a desire to continue to learn.

Context Vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

MAP- (Measures of Academic Progress)- Math, language arts, and science assessments that measure what students know and informs teachers what they're ready to learn next. The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

Conditional Growth Percentile - a student's percentile rank for growth. If a student's CGP is 50, this means that the student's growth was greater than 50 percent of similar students in the NWEA norm group.

Median Conditional Growth Percentile - The median conditional growth percentile is the middle value in a list of numbers. On the Achievement Status and Growth (ASG) report, the median conditional growth percentile (CGP) can be found by listing the CGP values in order, and selecting the value in the middle.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (**PSAT/NMSQT**) is a standardized test administered in October of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in 2017-2018 to all students in grade 11 and measures student achievement in math, reading, and writing.

AP - Advanced Placement (AP) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain qualifying scores on the examinations.

CTE - Career and Technical Education program offers a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging standard relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Cohort Graduation Rate - The percentage of students who received a standard diploma within four years, including early and summer graduates from the cohort.

Chronic Absenteeism - The percentage of students who have been absent for more than ten percent of the school year.

RR - Resource Room, a classroom where special education students receive instructional supports from teachers.

CCSS - The Common Core State Standards

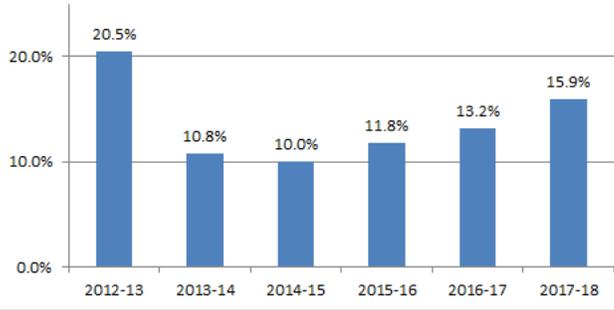
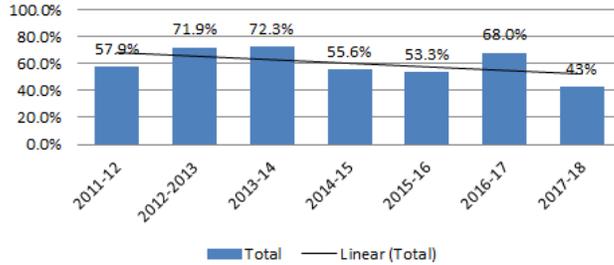
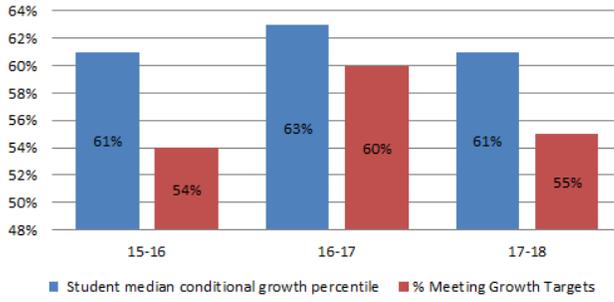
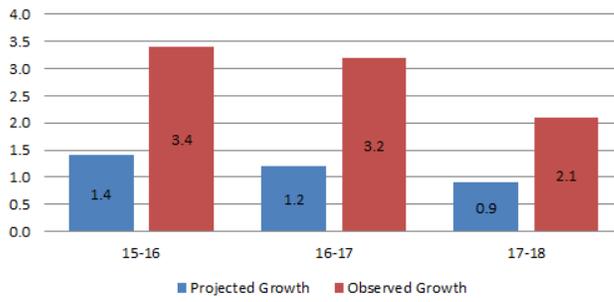
NGSS - The Next Generation Science Standards

PLC - Professional Learning Community collaborative departmental discussion.

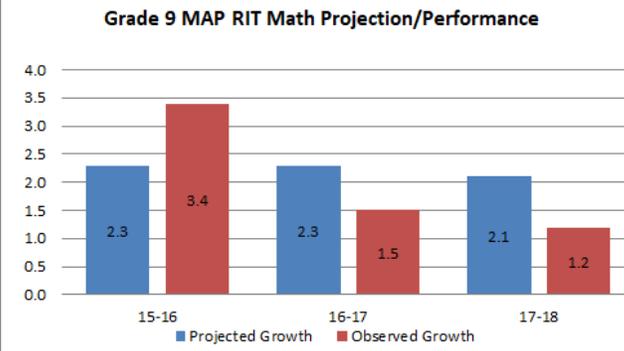
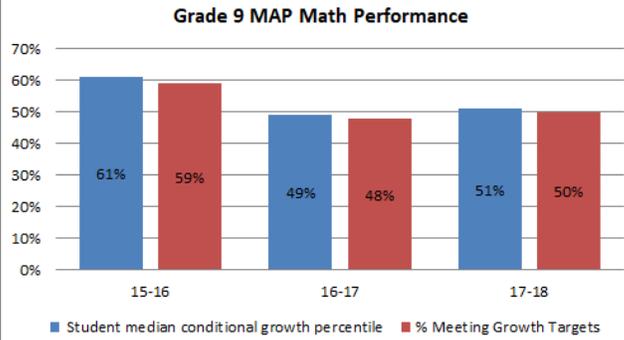
Remind - Text messaging system for educators.

Data Analysis 3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations																				
SAT School Day	<p style="text-align: center;">School Day SAT Performance, Targets, and Trendlines</p> <table border="1"> <caption>School Day SAT Performance Data</caption> <thead> <tr> <th>Year</th> <th>Evidenced based reading and writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>499</td> <td>491</td> </tr> <tr> <td>2017</td> <td>539</td> <td>522</td> </tr> <tr> <td>2018</td> <td>531</td> <td>515</td> </tr> <tr> <td>2019 Target</td> <td>533</td> <td>523</td> </tr> </tbody> </table>	Year	Evidenced based reading and writing	Mathematics	2016	499	491	2017	539	522	2018	531	515	2019 Target	533	523	<p>Trend lines indicate improved performance on the reading and writing and math portion of the School Day SAT.</p>					
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AP Participation and Performance	<p style="text-align: center;">AP Participation and Performance</p> <table border="1"> <caption>AP Participation and Performance Data</caption> <thead> <tr> <th>Year</th> <th>Total AP Students</th> <th>AP Students with Scores 3+</th> <th>Number of Exams</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>149</td> <td>59.1</td> <td>225</td> </tr> <tr> <td>2016</td> <td>168</td> <td>62.5</td> <td>268</td> </tr> <tr> <td>2017</td> <td>182</td> <td>60.4</td> <td>314</td> </tr> <tr> <td>2018</td> <td>168</td> <td>58.3</td> <td>283</td> </tr> </tbody> </table>	Year	Total AP Students	AP Students with Scores 3+	Number of Exams	2015	149	59.1	225	2016	168	62.5	268	2017	182	60.4	314	2018	168	58.3	283	<p>The number of AP students taking exams has decreased from 182 in 2017 to 168 in 2018.</p> <p>The total number of AP exams taken has decreased from 314 in 2017 to 283 in 2018.</p> <p>The percentage of students who scored a three or higher on an AP exam(s) has decreased from 60.4% in 2017 to 58.3% in 2018.</p>
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Cohort Graduation Rate	<p style="text-align: center;">Seymour High School Graduation Rate</p> <table border="1"> <caption>Seymour High School Graduation Rate Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>87.0</td> </tr> <tr> <td>2013-14</td> <td>88.2</td> </tr> <tr> <td>2014-15</td> <td>91.0</td> </tr> <tr> <td>2015-16</td> <td>95.2</td> </tr> <tr> <td>2016-17</td> <td>95.7</td> </tr> </tbody> </table>	Year	Graduation Rate (%)	2012-13	87.0	2013-14	88.2	2014-15	91.0	2015-16	95.2	2016-17	95.7	<p>The three year average graduation rate is 93.9%.</p> <p>The cohort graduation rate increased from 95.2% in 2016 to 95.7% in 2017</p> <p>The trend line indicates increased cohort graduation rates.</p>								
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<p>Physical Education</p>	<p style="text-align: center;">Percentage of Students Reaching Health Standard</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of Students Reaching Health Standard</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>57.9%</td> </tr> <tr> <td>2012-2013</td> <td>71.9%</td> </tr> <tr> <td>2013-14</td> <td>72.3%</td> </tr> <tr> <td>2014-15</td> <td>55.6%</td> </tr> <tr> <td>2015-16</td> <td>53.3%</td> </tr> <tr> <td>2016-17</td> <td>68.0%</td> </tr> <tr> <td>2017-18</td> <td>43%</td> </tr> </tbody> </table>	Year	Percentage of Students Reaching Health Standard	2011-12	57.9%	2012-2013	71.9%	2013-14	72.3%	2014-15	55.6%	2015-16	53.3%	2016-17	68.0%	2017-18	43%	<p>The percentage of students who meet standard on all four of the physical fitness assessments decreased from 68% in 2016-17 to 43% in 2017-18.</p> <p>The trend line indicates that the percentage of students who meet standard on all four of the physical fitness assessments is decreasing.</p>								
Year	Percentage of Students Reaching Health Standard																									
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<p>MAP Grade 9 Reading</p>	<p style="text-align: center;">Grade 9 Reading MAP Performance</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Student median conditional growth percentile</th> <th>% Meeting Growth Targets</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>61%</td> <td>54%</td> </tr> <tr> <td>16-17</td> <td>63%</td> <td>60%</td> </tr> <tr> <td>17-18</td> <td>61%</td> <td>55%</td> </tr> </tbody> </table> <p style="text-align: center;">Grade 9 Reading MAP RIT Projection/Performance</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Projected Growth</th> <th>Observed Growth</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>1.4</td> <td>3.4</td> </tr> <tr> <td>16-17</td> <td>1.2</td> <td>3.2</td> </tr> <tr> <td>17-18</td> <td>0.9</td> <td>2.1</td> </tr> </tbody> </table>	Year	Student median conditional growth percentile	% Meeting Growth Targets	15-16	61%	54%	16-17	63%	60%	17-18	61%	55%	Year	Projected Growth	Observed Growth	15-16	1.4	3.4	16-17	1.2	3.2	17-18	0.9	2.1	<p>The median conditional growth percentile decreased by two percent in 2017-18.</p> <p>The percentage of students meeting their conditional growth percentile decreased by five percent in 2017-18.</p> <p>Observed student growth was greater than projected student growth.</p>
Year	Student median conditional growth percentile	% Meeting Growth Targets																								
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MAP Grade 9 Math

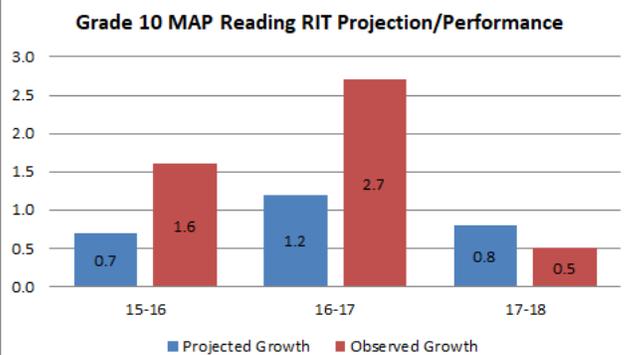
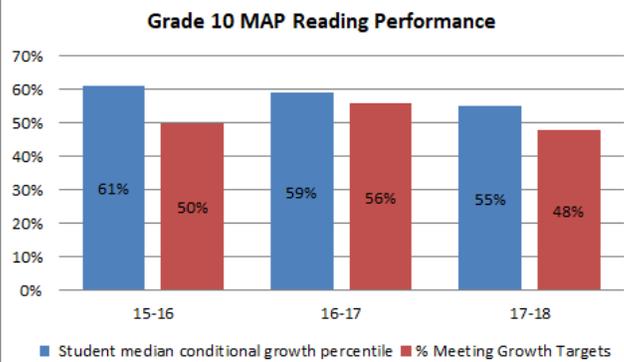


The median conditional growth percentile increased one percent in 2017-18.

The percentage of ninth grade students meeting growth targets increased by two percent in 2017-18.

Student RIT growth was less than RIT growth projections.

MAP Grade 10 Reading

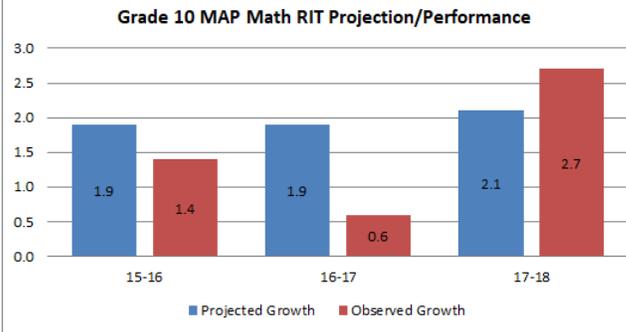
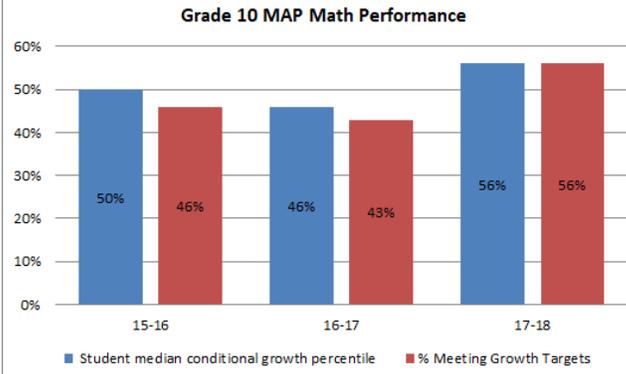


The median conditional growth percentile decreased by four percent in 2017-18.

The percentage of students meeting their conditional growth percentile decreased by eight percent in 2017-18.

Student RIT growth was less than RIT growth projections.

MAP Grade 10 Math



The ninth grade student median conditional growth percentile increased by ten percent in 2017-18.

The percentage of students meeting their growth targets has increased by thirteen percent in 2017-18.

Student RIT growth was greater than RIT growth projections.

Goals

Goal #1: When we provide a challenging learning environment that motivates all of our students, then each student will achieve his or her potential.

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator The average student performance on the school day administration of the SAT will improve by several points over the previous year's performance in the areas of evidenced based reading and writing and the math portion during the March 2019 School Day SAT administration. The summary of these results and our 2019 targets are detailed below.</p> <table border="1"> <thead> <tr> <th>SAT Year</th> <th>Evidenced based reading and writing</th> <th>Mathematics</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>499</td> <td>491</td> <td>990</td> </tr> <tr> <td>2017</td> <td>539</td> <td>522</td> <td>1061</td> </tr> <tr> <td>2018</td> <td>531</td> <td>515</td> <td>1046</td> </tr> <tr> <td>2019 Target</td> <td>533</td> <td>523</td> <td>1056</td> </tr> </tbody> </table>				SAT Year	Evidenced based reading and writing	Mathematics	Overall	2016	499	491	990	2017	539	522	1061	2018	531	515	1046	2019 Target	533	523	1056	<p>Connection to District Goals The district's goal is to provide a challenging learning environment that motivates all of our students, then each student will achieve her/his maximum individual potential. Instructional strategies such as allowing for practice and encouraging feedback both from faculty and peers will help us to achieve the building and district goal. This will also provide a more challenging learning environment for the students which will assist them to perform at a higher level on the SAT. Improved performance on the SAT will motivate students as they move toward their future.</p>
SAT Year	Evidenced based reading and writing	Mathematics	Overall																					
2016	499	491	990																					
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<p>Student Outcome Indicator Rationale Students will be exposed to challenging practice released SAT questions and standards based instruction tied to the SAT to improve overall SAT student performance. Faculty will provide specific feedback to students for improving their performance which will result in improved college admissions while providing additional opportunities for scholarship. In addition, students will learn how to provide feedback through peer interaction in order to set and achieve individual goals.</p>				<p>Results and Outcomes</p>																				

II. Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
School and District Administration will gather SAT/PSAT data and provide professional development which will help teachers implement SAT improvement strategies in their classrooms.	Multi year	District/School Administration and teachers	Feedback data will be collected and the faculty will participate SAT professional learning/data discussion opportunities provided by the district.
The School Counseling staff will meet with students having academic/social difficulty, providing feedback and helping them to improve.	September - June	School Counselors	Documented individual and group meetings with students failing multiple classes.

Chronic Absenteeism is a continued concern at Seymour High School. Poor attendance is often the byproduct of students lacking social emotional intelligence. In addition to the standard attendance notifications, meetings, and DCF referral process, the school administration, counselors and teachers will be collaboratively developing a social emotional supports system/program to be implemented during student advisories.	Three – year process. Initial lessons will be developed during the 2018-19 school year	School Administration Counselors Teachers	Selection/Development of student screening tool to determine the social emotions needs of the student body will be administered. An analysis of the whole school social emotional needs will be made. Social Emotional Lessons fostering Social Emotional Learning will be developed to meet the identified needs. The lessons will be piloted and feedback will be gathered. Developed lessons will be revised as needed to best meet student needs.
The World Language Department will be focusing on peer-editing, self-reflection (i.e. journaling) throughout the year. This strategy directly aligns with improving student performance on the SAT “Words in Context”	Academic Year	World Language Department	Student journal entries will document self-reflection and will chart individual student growth. Faculty will provide feedback on progress toward learning outcomes. Benchmark Data would be able to track progress regarding Words in Context.
School Administration, Data Team and Department Leaders will review student performance data from the College Board to identify skill areas of growth on the SAT/PSAT. Released questions measuring the identified skills areas will be shared within the school, modified versions of the questions will be incorporated into multiple assessments and benchmarks.	September - October	Admin/ Department Leaders/ Teachers	1. Modified benchmark assessments and exams reflecting the identified skill areas. 2. Improved student performance on the SAT in the spring and PSAT next fall. The faculty will have a deeper understanding of the skills necessary for student success on the SAP and PSAT.
The Special Education department will familiarize students with released SAT questions and content by including the College Boards “SAT question of the day”	Academic Year	Special Education Teachers	3. Increased student understanding of the questions and response accuracy when taking the SAT. Faculty will provide feedback on progress toward learning outcomes.
Special Education students will become familiar with the academic vocabulary encountered on the SAT.	Academic Year	Special Education Teachers	Each student will have developed a SAT Vocabulary Word Bank. Faculty will provide feedback on progress toward learning outcomes.

English Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
English teachers will use released PSAT questions which encourage students to practice critical reading strategies, dissect questions and learn test taking strategies while using academic vocabulary found on high stakes testing. The teachers will	October 10, 2018 (PSAT school day administration) to June 2019	Students, English teachers, administrative and support staff	Improvement from baseline (PSAT benchmark assessment in October). Faculty will provide feedback on progress toward learning outcomes.

provide students feedback that will include goal setting for successful achievement on the student collaboration and correction of benchmarks after each assessment and journaling about newly discovered individual strategies necessary for success on high stakes tests.			<p>Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT.</p> <p>CCSS ELA Standards Supported by Strategy</p> <ul style="list-style-type: none"> ● CC.9-10 R.L. 10 ● CC.9-10 L 3
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Social Studies Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Social studies teachers will utilize a variety of simulated experiences incorporating Social Studies Standards. Resources include Khan Academy accounts tied to the SAT and individualized practice and released PSAT and SAT questions. Focus areas will include words in context, command of evidence, analysis of history and reading and interpreting tables, graphs, charts and diagrams.	First 3 marking periods.	Social Studies Teachers	<ol style="list-style-type: none"> 1. Improvement from baseline assessments. 2. Digital practice submitted in Google Classroom. 3. SAT improvement. 4. Khan academy progress. 5. Faculty will provide feedback on progress toward learning outcomes. <p>Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT.</p> <p>Social Studies Standards Supported by Strategies</p> <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RH.9-10.1-10, ● CCSS.ELA-Literacy.WHST.9-10.1-8, ● CCSS.ELA-Literacy.WHST.11-12.1-8
Throughout the year, teachers will provide students feedback which includes but are not limited to individual conferencing, student self-scoring, peer scoring/editing/revising and student goal-setting.	Academic Year	Social Studies Teachers	Individual conferencing, student self-scoring, peer scoring/editing/revising, student goal-setting. Faculty will provide feedback on progress toward learning outcomes.

Math Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>Math teachers will utilize a variety of simulated experiences incorporating Math Standards. Resources include Khan Academy tied to the SAT and individualized practice, released PSAT and SAT items, releases AP items and MAP. MAP analysis will occur to determine emphasis on particular curricular topics and extended and individualized practice. Depending on the course the focus will be on the Heart of Algebra and/or Advanced Math. The strategies utilized by teachers described above are aligned with the CCSS Math standards.</p>	<p>Academic Year</p>	<p>Math Teachers</p>	<ol style="list-style-type: none"> 1. Track student progress through Khan Academy, SAT, PSAT and MAP. 2. Improvement from baseline assessments. 3. SAT Improvement. 4. MAP Improvement. <p>Faculty will provide feedback on progress toward learning outcomes.</p> <p>Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT.</p> <p>Math Standards Supported by Strategies</p> <ul style="list-style-type: none"> ● CCSS.Math.Content.HSF-IF.B.1-9 ● CCSS.Math.Content.HSA-REI.D.10-12 ● CCSS.Math.Content.HSF-LE.A.1-3 ● CCSS.Math.Content.HSF-BF.A.1-3
<p>Throughout the year, teachers will provide the students individualized feedback which will include student reflection/peer scoring, individual conferencing and/or student goal-setting.</p>	<p>Academic Year</p>	<p>Math Teachers</p>	<p>Improvement in students' monitoring of their own learning process.</p>
<p>Promote a growth mindset for students.</p>	<p>Academic Year</p>	<p>Math Teachers</p>	<p>Improvement in students' confidence and perseverance when tackling problems.</p>

Science Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>Science teachers will utilize a variety of simulated experiences incorporating Science Standards. Resources may include Khan Academy and Quicciz accounts tied to individualized practice and released PSAT, SAT, ACT and AP questions. Focus areas will include Analysis in Science passages and questions focusing on “Words in Context”, “Command of Evidence”, and “Analyzing Quantitative Information”.</p>	<p>Academic Year</p>	<p>Science Teachers</p>	<ol style="list-style-type: none"> 1. Tracked student performance data through Khan Academy. 2. Improvement from baseline assessments. 3. AP/SAT/ACT improvement. <p>Faculty will provide feedback on progress toward learning outcomes.</p> <p>Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT. Science Standards Supported by Strategies</p> <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RST.9-10.10 ● CCSS.ELA-Literacy.RST.11-12.10 <p>The strategies are aligned the Next Generation Science Practices.</p> <p>NGSS - Practices Supported by Strategies</p> <ul style="list-style-type: none"> ● Constructing Explanations and Designing Solutions ● Engaging in Argument from Evidence ● Obtaining, Evaluating, and Communicating Information
<p>Student feedback throughout the school year will include student reflection/peer scoring, individual conferencing and/or student goal-setting, benchmark corrections.</p>	<p>Academic Year</p>	<p>Science Teachers</p>	<ul style="list-style-type: none"> ● Improved science performance on major assessments ● Improved student collaboration ● Improved classroom performance

Goal #2: Through effective communication, all staff and stakeholders will feel informed.

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator Effective Communication is essential to the maintenance of our school community. It is important that all stakeholders have access to a steady stream of school based information which is updated regularly. Students and parents will be provided a variety of streams of information which when accessed regularly will keep them well informed.</p> <p>The May 2018 Parent Feedback Survey indicated that 67 percent of our parents reported that they agree or strongly agree with the following statement: I feel well-informed about what is going on at the school. Our goal is to increase this by eight or more percentage points to 75 percent or more of our parents will agree or strongly agree with the statement on the May 2019 administration of the Parent Feedback Survey.</p>	<p>Connection to District Goals The district goal number two focuses on effective communication using a variety of modalities which include the establishment of a Facebook page, use of emails, and others.</p>
<p>Student Outcome Indicator Rationale: Students and parents will be well informed of what is happening in the classrooms, with extracurricular activities, special meetings, and through a variety of contemporary web-based modalities.</p>	<p>Results and Outcomes -</p>

III. Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
The teachers and administration will use PowerSchool to distribute detailed information about Seymour High School.	Immediately	School Administration/ Teachers	The Daily Bulletin will become a continuously active source of information for parents and students.
The school administrations will explore the use of twitter and other social media forms for communication.	Fall - Winter	Administration Teachers	Active social media accounts providing school information.
The school administration will use a variety of resources such as Blackboard Connect and Remind to share links to the Daily Bulletin and other social media accounts.	Fall - Spring	Administration	Improved performance will be based on the targets outlined in the Parent Feedback Survey Goal.
The school counseling department will use Naviance to send emails communicating	Fall - Spring	School Counselors	Improved performance will be based on the targets outlined in the Parent Feedback Survey Goal.

college visits/fairs and parent programs.			
The world language teachers will invite parents as guest speakers throughout the year to share their world language experiences.	March	World Language Teachers	Planned activities and parent participation.
The world language department will distribute a World Language Newsletter.	Throughout the year	World Language Teachers	Completed newsletter distributed to parents informing them of departmental events and activities.
The science and social studies departments will encourage parents to join Google Classrooms providing them access to student assignments and class information.	Throughout the year	Social Studies/ Science Teachers	Increased assignment completion and parent knowledge of classroom activities. As measured by the number of parents who have joined the Google Classrooms and the Spring 2019 Parent Feedback Survey.
The math department will link parents to student's Khan Academy account allowing them to see their student's progress and SAT potential.	Throughout the year	Math Teachers	Increased parent awareness of their child's progress on Khan Academy. As measured by the Spring 2019 Parent Feedback Survey.

V. Communication Plan

Communication:

The Seymour High School Improvement Plan will be shared with the community in the following ways.

- The Plan will be posted on the school webpage.
- A link to the plan will be communicated to the school community using the following communication tools.
 - PowerSchool Daily Bulletin
 - Remind text message
 - Blackboard Connect eBlast.
- The finalized plan will be shared with the school faculty during a faculty meeting.
- The SHS Data Team will review and discuss finalized plan and will review during ongoing meetings during the year. Staff will be provided a midyear update of SIP progress.
- School administration will visit departmental PLC's to discuss the details of the finalized plan. The communication plan discussion for improvement will be incorporated into faculty meetings as well as PLC throughout the school year.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
MAP	9	Reading	Students meeting RIT projected target	54%	60%	55%
MAP	9	Math	Students meeting RIT projected target	59%	48%	50%
MAP	10	Reading	Students meeting RIT projected target	50%	56%	48%
MAP	10	Math	Students meeting RIT projected target	46%	43%	56%
SAT	11	Reading	Students with composite score of 480 or higher - College and Career Ready	60%	74%	69%
SAT	11	Reading	Student average score	499	539	531
SAT	11	Math	Students with composite score of 530 or higher - College and Career Ready	35%	53%	44%
SAT	11	Math	Student average score	491	522	515
PSAT	9	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	46%
PSAT	9	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	69%
PSAT	10	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	31%
PSAT	10	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	61%
PSAT	11	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	35%
PSAT	11	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	63%
AP		Various	Students scored 3 and above/#enrolled	62.5%	60.4%	58.3%
AP		Various	Number of students taking the AP exams/number of exams taken	168/268	182/314	168/283
Physical Fitness		Fitness	% meeting/exceeding in all 4 assessments	53%	68%	43%

4 year Cohort Graduation Rate	Graduates	Class Cohort		Students graduating in 4 years		95.2%	95.7%	
College Admissions	Graduates			Estimated based on student self-report through Naviance		131/162 81%	118/156 76%	134/155 86%
Attendance	9-12	Attendance		Chronic Absenteeism		11.8%	13.2%	15.9%